

Preparation for Full Opening – Autumn Term: Risk Assessment (14.12.2020)



Public Health Guidance to Minimise Risks:

Prevention:			
Area / Aspect	Action	Notes	Actions / Other control Measures needed
Full Reopening Risk Assessment	<p>Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</p> <p>Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Settings need to record significant findings of the assessment by identifying:</p> <ul style="list-style-type: none"> • the hazards • how people might be harmed by them • what they have in place to control risk 		<p>This is the Risk assessment for the full re-opening of Richmond Avenue.</p> <p>Risk Assessments will be shared with staff and there will be an opportunity to discuss the information provided prior to the Autumn term</p> <p>This Risk Assessment and guidance is subject to change following any amendments to the Government guidance on re-opening of schools</p>
1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<p>Ensure that pupils, staff and other adults do not come into the school if they have <u>Covid</u>, or have tested positive in the last 10 days</p> <p>If anyone in the school becomes unwell with a new, persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home</p> <p>If tested positive but have no symptoms and are isolating and they start developing symptoms, 10 day isolation should restart from first day of symptoms</p>	<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned after</p>	<p>Dedicated Triage area for anyone that falls ill whilst on site</p> <p>PPE and first aid equipment to supervise pupils/staff displaying COVID-19 symptoms will be kept as an individual enclosed pack and destroyed after use</p> <p>Area will have short, clear access to outside door for parental collection, is away from classrooms and other people on site</p> <p>School will keep in contact with parents / staff who are home isolating and will have review discussions</p>

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	<p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained Any member of staff who has provided close contact care to someone with symptoms, while wearing PPE and all other members of staff or pupils who have been in close contact with that person with symptoms, if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • The symptomatic person subsequently tests positive • They develop symptoms themselves (in which case, they should arrange to have a test) • They are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated). <p>PHE has good evidence that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	<p>they have left to reduce the risk of passing the infection on to other people.</p>	<p>before anyone returns to school who has been isolating,</p> <p>Whilst using Triage, anyone who has had contact with anyone displaying symptoms will wash their hands thoroughly for 20 seconds with soap and running water Focused and specific handwashing lessons for children at start of new term, expectations set on sanitising / handwashing / cleaning with pupils Additional cleaning resources to be available around school and within each classroom to enable use of resources Staff will adhere to a 2m distance from other staff where possible</p> <p>What to do' poster will be displayed in the main office</p> <p>All positive cases will be reported to the DfE on the daily attendance return</p>
<p>2)Where recommended, use face coverings in schools</p>	<p>The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in</p>	<p><i>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have</i></p>	<p>Currently, staff and pupils are not required to wear face coverings in primary schools</p> <p>Staff will be on the gates every morning when children arrive at school. If any primary pupil arrives at school wearing a mask, they / their parents will be asked to remove (or support the removal) of the mask before entering the school site.</p>

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	<p>areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.</p> <p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</p> <p>When an area moves to Local COVID Alert Level: high or very high, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings. In the event of new local restrictions being agreed, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when</p>	<p><i>the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</i></p>	<p>For staff and visitors, signs will be up at entrances to the school reminding them to safely remove masks upon entering the building.</p> <p>The school is taking part in the Southend Borough 'School gates' campaign, encouraging parents / carers to wear masks when dropping off / collecting children as it is difficult to social distance at the gates at these times. Letters / App messages / Posters are being used to advertise this.</p> <p>Due to lack of social distancing being possible at the school gates at the start and end of day, face coverings will be encouraged in line with the government 1m+ rule. (if 2m distancing cannot be maintained, then public can be 1metre away as long as there are other measures in place e.g. wearing a face mask)</p> <p>Staff interacting with parents at the school gates will be wearing face visors.</p> <p>In primary schools, there will be no change to wearing face coverings inside the school site at this time.</p>
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	<p>moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.</p> <p>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'. Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.</p> <p>Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</p>		
3) clean hands thoroughly more often than usual	<p>Ensure school has enough hand washing and hand sanitizer stations</p> <p>Support younger children with hand cleaning when needed</p>	<p>The e-bug website contains teaching resources to support this</p>	<p>Hand washing facilities in every class including liquid soap and paper towels</p> <p>Supplies in each class to be monitored each day and replenished as needed</p> <p>Sanitiser in every class and office around the site</p> <p>Lessons will be delivered for pupils on hand washing, including rhymes and actions to support the wellbeing and hygiene across the school</p> <p>Increased display and posters to remind pupils and staff of rigorous hand washing hygiene</p>
4) ensure good respiratory hygiene by	<p>The school must ensure the 'catch it, bin it, kill it' approach continues. Schools must ensure that they have</p>	<p>Public Health England does not (based on</p>	<p>'Catch it, bin it, kill it' will be taught in all classes across the school at the start of the term</p>

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<p>promoting the 'catch it, bin it, kill it' approach</p>	<p>enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</p>	<p>current evidence) recommend the use of face coverings in primary schools</p>	<p>There will be an increase in hygiene posters around the site There will be additional bins with lids that are emptied regularly throughout the day Additional boxes of tissues and lidded bins in all classrooms and toilets as well as communal areas Younger pupils (particularly new EYFS) to be given additional support and teaching on expectations and managing hygiene in school</p>
<p>5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents</p>	<p>Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: More frequent cleaning of rooms / shared areas that are used by different groups Frequently touched surfaces should be cleaned more often than normal Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>		<p>High contact areas (doors / balustrades / toilet doors etc.) will have additional cleans throughout the school day Toilets will be cleaned regularly throughout the school day as well as after school each day Cleaning schedule plan to be in place to ensure additional cleans and monitoring of areas and levels of resources (eg. Soap, sanitiser, hand towels, toilet rolls) Signs to remind staff and pupils of good hand hygiene will be displayed in toilet areas Duty staff at playtimes and lunchtimes will ensure children only use the toilet one pupil at a time Windows will be opened daily and external doors open where appropriate (unless a safeguarding risk in which case internal doors and external windows will be opened)</p>
<p>6) minimise contact between individuals and maintain social distancing wherever possible</p>	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</p>	<p>For children old enough, they should also be supported to maintain distance and</p>	<p>Children will stay in class bubbles for learning Children will be in year group bubbles for play / lunch times Maintaining distinct groups or 'bubbles' that do not mix will ensure that in the event of a positive case we</p>

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	<p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <p>Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space</p>	<p>not touch staff where possible.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate</p> <p>All teachers and other staff can operate across different classes and year groups</p>	<p>can quickly identify those who may need to self-isolate</p> <p>Rooms will be organised with tables so that children can sit front facing where possible in KS1 / KS2 (additional preparation to re-organise and set out each class for best pupil support whilst adhering to guidelines)</p> <p>Staff will ensure they keep a 2m distance from staff and pupils as much as possible</p> <p>Children will be encouraged to maintain 2m distances from staff where possible</p> <p>Teachers, where possible, will teach from the front of the room</p> <p>PPA will be arranged to minimise the numbers of bubbles PPA leads go into across the school where possible</p> <p>Additional furniture (eg drawer units) will be removed from rooms to maximise available space for rows of tables. Each class teacher, alongside SLT and site manager, are reviewing classrooms for possible arrangements and organisation to maximise social distancing in bubbles in line with guidance.</p> <p>Staff are encouraged not to maintain close contact with colleagues: This means:</p> <ul style="list-style-type: none"> • Reducing face to face contact with an individual for any length of time, within 1 metre • Reduce extended close contact (within 1 to 2 metres for more than 15 minutes) • Limit travelling in a small vehicle, like a car, with others
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<p>Always keeping occupied spaces well ventilated</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <p>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p>		<p>External and internal Windows and doors will be kept open when spaces are occupied when safety permits</p>
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	<ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see <u>School uniform</u> • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>		
<p>Wider school interactions</p>	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a minimum</p>	<p>Plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Playtimes and lunchtime outside area use to be put on a rota for all year groups</p> <p>Each year group will have allocated entrance and exit door into the building to minimise contact, including corridor passing</p> <p>Staggered break and lunch times alongside dedicated doors for each year group outside access, near to rooms where possible, will minimise movement around the school</p> <p><i>(NB. Revisions subject to change due to summer holiday building works – if these overrun, will have severely limited playground area for pupils due to scaffolding on site around two parts of the site)</i></p> <p>Assemblies will be held in classes. Any pupil celebrations from assemblies will be shared with SLT via email</p>

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			<p>There will be no group singing (in assemblies or Music lessons) in line with the Government guidelines for Safe uses of Places of Worship https://www.gov.uk/government/publications/covid-19guidance-for-the-safe-use-of-places-of-worship-duringthe-pandemic-from-4-july/covid-19-guidance-for-these-safe-use-of-places-of-worship-during-the-pandemicfrom-4-july#section3</p> <p>Staff room and PPA room will be arranged to support social distancing where possible</p>
<p>Arriving and Leaving School</p>	<p>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</p> <p>Staggered start and finish times should not reduce the amount of overall teaching time</p>	<p>Consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p>	<p>All teaching staff will be ready for work, on site, from 8.30am</p> <p>Start / End times of days to be staggered for each year group / key stage</p> <p>Time changes will ensure that children still get the same entitled learning time in each school day (see separate timetables)</p> <p>Each year group will have allocated entrance and exit doors to minimise contact, including corridor passing. Social distancing markers will be on display on the fences at the main entrance to allow a 1m distance if waiting to enter the playground</p> <p>Parents will drop off / collect from outside school gates, staff will be on gates at start / end of day. Reminders will be given on the School App to ensure parents do not gather before and after school</p> <p>Staggered organisation for end of days adapted to include parents waiting in ‘Pen’ areas by three front gates to lower the level of congestion in the street / pavement outside the school and minimise road dangers.</p>

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<p>Site Visitors</p>	<p>Review who visits site, when and how guidance is maintained A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test & Trace.</p>		<p>Limit external visitors attending site where possible Volunteers will not be permitted on site in the short term due to Covid restrictions to ensure the safety of all staff and pupils unless for essential purposes agreed in advance by the Executive Team. Inform Office of any visitors to the school Provide Covid-19 advice card for all visitors in school Ensure all building works can be safely continued with social distancing at the forefront Office will continue to use 1 in, 1 out system and keep detailed register of any on site visitors, workers or contractors (including where on site visitors have been, who they came into contact with, their contact details) for all on site visitors in case Test & Trace contact is needed.</p> <p>Visitors will be encouraged to use the NHS QR code on entry</p>
<p>Communicating expectations with parents / carers</p>	<p>Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus.</p>		<p>Posters and signs will be placed on gates and exits around the school reminding all stakeholders of safeguarding measures to control the virus. Parents will be encouraged to phone or email the school with any questions or queries. The office are will operate a one in one out policy – this will be displayed on the door Letters will be written and shared with parents by the normal communication means – website, school App, newsletters etc. Parents / Carers can contact the school via phone / email. Reminders have been shared to not attend in person unless an emergency.</p>

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			<p>Update information sent from the DfE / PHE / LA / SECAT will be shared with parents and carers through the above online platforms and in paper form where appropriate.</p> <p>There will be signs on each gate labelling who the entrances and exits are for (i.e. which year group pupils) to minimise social interactions.</p>
Supporting SEND	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility</p>		<p>RA's / RE paperwork for all EHCP pupils to be reviewed and updated before return to school in September</p> <p>1:1 discussions with families about appropriate transition (e.g. progression to full time if appropriate). Additional resources to be sent home / shared with families as appropriate to support reintegration to school for those who have not been in during lockdown</p> <p>Prior ISPs to be passed on and discussed with new teachers in handover meetings in July</p> <p>Detailed handover forms and meetings for all teachers with old teachers (and SENCo if appropriate) prior to end of summer term</p> <p>School nurse team / medical professionals are in communication with school SLT, Office and SENCo to ensure that any child's medical needs can be effectively met. The appropriate care plans are in place for these children.</p>
Other considerations	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative</p>		<p>If possible, external staff will only attend the school setting on a day they do not attend another setting.</p> <p>If this is not possible, staff working in alternative settings on the same day will change clothing prior to arrival at the main setting (e.g sports coaches)</p>

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	<p>provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p>		<p>Limit the number of visitors to the school to essential visitors only All visitors confirm they have no symptoms of COVID-19 prior to entering the school Information cards to be provided to all visitors to inform them of the regulations in place on entry Maintain 1 in 1 out in the main office for visitors, encourage parents/carers to phone/email Volunteers will be limited and will be considered on an individual basis with the completion of an individual risk assessment if deemed appropriate they attend or are continuing as part of a training course Volunteers will be provided with the full Risk Assessment and will contact the school in the same way as staff if they or anyone in their home has symptoms of COVID-19 Volunteers will remain 2m distance from children and staff Volunteers will not be permitted on site in the short term due to Covid restrictions to ensure the safety of all staff and pupils unless for essential purposes agreed in advance by the Executive Team. School nurse will be contacted by the SENCo prior to the start of the new academic year to identify any families /children needing support or who have been receiving support. All meetings will be conducted virtually unless a specific medical need dictates hands on support for a child's specific needs is required.</p>
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<p>Equipment</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers</p>		<p>Each child to continue to have own basic stationery resource pack on their own desk, just used by the individual</p> <p>Uniforms do not need to be cleaned any more than usual, nor do they need to be cleaned using methods which are different to normal however we recommend that clean uniforms are worn and will support any individual families if necessary</p> <p>Teachers to have own resource packs for most used resources for their teaching</p> <p>Cleaning spray to be available in each class for other resources so they can be cleaned between equipment use</p> <p>If resources are to be shared by a year group they will be cleaned following use and therefore ready for another year group to use e.g. Now Press Play/IPADS/Laptops/PE equipment</p> <p>Children will be asked to only bring in essential equipment to school – a bag to carry belongings including sun cream, hat, jumper, coat</p> <p>Pupil workbooks will remain in school where possible. Staff will ensure they clean hands thoroughly before and after marking workbooks. To support the wellbeing of the staff gloves can be worn when marking workbooks however this must not be in view of the children. If staff deem it necessary to wear gloves when marking books this will take place before or after school</p> <p>Review on use of ICT suite and how to clean / manage use for different classes</p>
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<p>7) where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases</p>	<p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves or are contacted by Test & Trace</p>	<p>PPE will be available for close contact / Intimate care if appropriate / relevant for individual staff dealing with individual pupils with additional medical needs or those that may fall ill</p> <p>The DfE will provide schools with an essential PPE kit for use where appropriate</p> <p>The school will provide visors to staff who are coming into direct contact with parents / carers at the start and end of the day</p>
<p>Response to any infection</p>			
<p>8) engage with the NHS Test and Trace process</p>	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Book a test • Share close contacts for test and trace • Self isolate <p>Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119</p> <p>Tests for Keyworkers / educational staff can be booked through MSEHCP online booking site. From 21.9.2020 Staff can be tested at Drive in site in Southend / Epping. From 28.9.2020, there are three testing sites available, including Garons Park. (by appointment only)</p> <p>Settings must take swift action when they become aware that someone who has attended has tested</p>		<p>Contact details for Local Health protection Teams to be kept at hand by SLT and Office</p> <p>Test booking information notes available to give to parents if/when needed (see section 8)</p> <p>SLT hold information for staff on booking tests for educational keyworkers from 21.9.2020</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>(Covid file kept securely in office keeps record of any pupils that have had tests and appropriate details in case need be by Test& Trace)</p> <p>School will ensure follow up contact with parents / carers following being sent home / advised to test</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other

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	<p>positive for coronavirus (COVID-19). Based on the advice from the PHE dedicated advice service (or PHE local health protection team if escalated), settings must ask those people who have been in close contact with the person who has tested positive to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <p>Anyone, including all children who displays symptoms of Coronavirus can and should get a test. Essential workers, which includes anyone involved in education or childcare, have priority access to testing</p> <p>All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>NHS COVID-19 app</p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people,</p>		<p>people until they are better. Other members of their household can stop self-isolating.</p> <ul style="list-style-type: none"> • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. <p>This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill or develop symptoms after testing positive.</p> <p>If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p> <p>if someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-</p>
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	<p>particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> <p><i>14.12.2020: Self-isolation is essential to reducing the spread of COVID as it breaks the chains of transmission. After reviewing the evidence, we are now confident that we can reduce the number of days that contacts self-isolate from 14 days to 10 days. Gov.uk</i></p>		<p>isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p> <p>Visitors will be encouraged to use the NHS QR code on entry</p> <p><i>14.12.2020 As of today, the isolation period for close contacts/ bubbles is now 10 days, pupils and staff can return to school after 10 days of isolation.</i></p>
<p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>Schools should contact the local health protection team. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p><i>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child</i></p>	<p>Close contact means: direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) proximity contacts - extended close contact</p>	<p>Contact details for Local Health protection Teams to be kept: EastofEnglandHPT@phe.gov.uk phe.EoEHPT@nhs.net Phone number – 0300 303 8537 Out of hours advice: 01245 444 417</p> <p>Staffing organisation and class grouping lists to be kept for sharing by SLT with LHPT if needed in case of local outbreak / confirmed cases.</p> <p><u>17.9.2020</u></p>

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	<p><i>if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</i></p> <p>17.9.2020 – DfE’s guidance for education and childcare settings sets out the process for managing confirmed positive cases of coronavirus (COVID-19) when the individual is known to have been in a school, college or early years setting. We recognise that there have been some difficulties getting through to the local public health protection teams for advice on action to take on a positive case in the setting. As a result, from tomorrow (17 September), there will be a new dedicated advice service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). DfE are updating their guidance to reflect this change. The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers</p>	<p>(within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person</p>	<p>New DfE line for reporting positive cases (DO NOT CONTACT PHE) New service can be reached by calling DfE’s existing helpline on DfE: 0800 046 8687 and selecting option 1 - for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school’s call to the PHE local health protection team.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice</p>
<p>9) contain any outbreak by following local health protection team advice</p>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local</p>		<p>Contact details for Local Health Protection Teams to be kept: East of England HPT@phe.gov.uk phe.EoEHPT@nhs.net Phone number – 0300 303 8537 Out of hours advice: 01245 444 417</p>

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	<p>health protection team who will be able to advise if additional action is required.</p>		<p>School provided with small number of testing kits in case of any difficulty of individuals getting to testing sites</p> <p>17.9.2020</p> <p>New DfE line for reporting positive cases (DO NOT CONTACT PHE)</p> <p>New service can be reached by calling DfE's existing helpline on</p> <p>DfE: 0800 046 8687 and</p> <p>selecting the option for reporting a positive case.</p> <p>The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays</p>
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School Operations

30.11.2020- The DfE has released new guidance: Contingency Framework for Education and Childcare settings, which covers the similar content as the contain framework but is specific to education. It applies to all schools, FE providers, EY providers and before/after school and holiday clubs. It is not related to the COVID Alert Levels/Tiers, so would not be automatically introduced but would be implemented if necessary, by the DfE following advice from other departments, PHE and the LA. The guidance is very clear that the contingency framework can only be enacted with the approval of the DfE. Under the contingency framework, Primary schools & EY settings would continue to allow all children to attend FT.

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Transport	<p>School based transport – NA</p> <p>Wider public transport: Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible</p> <p>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible.</p>		<p>Include in messages to parents' encouragement to use bikes / walk where possible</p> <p>Reminders that school has bike shed that pupils can utilise</p> <p>Understanding of how to remove face masks following arrival at school - Children will be encouraged to not touch the front of their face when removing them. They must wash their hands and dispose of them in a covered bin, then wash their hands again</p> <p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from COVID-19 will be encouraged to attend the workplace</p>
Attendance Expectations	<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply</p> <p>even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members</p>	<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.</p>	<p>Attendance officer to monitor all pupil's attendance weekly from start of Autumn term</p> <p>Support vulnerable families / those with attendance L2/3 prior to lockdown from start of term with expectations on attendance – vulnerable welfare calls continue to be made weekly until end of Summer Term</p> <p>Vulnerable families will all be called prior to school return in September to ensure prepared / supported for return</p>

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	<p>Where children are not able to attend school as parents and carers are following clinical and/or public health advice, for example, self-isolation or family isolation, the absence will not be penalised.</p> <p>It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p><i>14.12.2020: Self-isolation is essential to reducing the spread of COVID as it breaks the chains of transmission. After reviewing the evidence, we are now confident that we can reduce the number of days that contacts self-isolate from 14 days to 10 days. Gov.uk</i></p>		<p>The school will work closely with all other professionals/agencies to support the return to school, including continuing to notify children’s social workers of non-attendance</p> <p>Revised attendance codes on display in school office for inputting in registers in case of isolation / illness that is covid-related (DfE attendance appendix)</p> <p>School to report daily attendance via: DfE return https://form.education.gov.uk/service/educational-setting-status</p> <p>School to report daily attendance, including year group breakdowns to SECAT daily</p>
<p>Pupils who are shielding or self isolating</p>	<p>The majority of pupils will be able to return to school. It should be noted that: a small number of pupils will still be unable to attend in line with public health advice to self-isolate and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</p> <p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable</p> <p>(CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of</p>	<p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in</p>	<p>All previously affected children are able to return to school except where individual clinical advice not to do so has been provided</p> <p>Where pupils are unable to attend school because they are complying with clinical advice, we will provide access to remote education</p> <p>School will keep a record of, and monitor engagement with home learning activities informally</p>

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	<p>severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.</p> <p>All pupils, including those who are <u>clinically extremely vulnerable</u>, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.</p> <p>Children More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place.</p>	<p>the attendance register.</p> <p>Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p>	<p>Only CEV children should not attend school. In these situations, alternative home learning will be provided for them. This will be sent home weekly and appropriate for their age, ability and in line with the learning going on in school</p>
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	<p>Schools will need to make appropriate arrangements to enable them to continue their education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education. Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p><i>Children who are clinically extremely vulnerable, or live with someone who is, who did not attend due to the national lockdown restrictions, should return to school from 2nd December. This is unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.</i></p>		
<p>Pupils and families who are anxious about return to school</p>	<p>Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian</p>		<p>Learning Mentors to be on the gate daily First day absence calling to vulnerable families Additional welfare support available to individuals as / when needed Additional staff training and pupil lessons on wellbeing, emotions and mental health</p> <p>The school will:</p> <ol style="list-style-type: none"> 1. Continue to communicate clearly and consistently the expectations around school attendance to families (and any other professionals who work with the family where appropriate). 2. Identify pupils who are reluctant or anxious about returning or who are at risk of

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	<p>and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p> <p>There is separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year. We are asking schools</p>		<p>disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic.</p> <ol style="list-style-type: none"> 3. Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. 4. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.
<p>School Workforce – Staff who are clinically vulnerable or shielding</p>	<p>We expect most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall However, even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family member <i>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments.</i></p>	<p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of</p>	<p>Individual RA's on staff as necessary that have been shielding during spring / summer term on return to work in line with current Covid and government guidance Staff who have been previously shielding will undertake a full risk assessment prior to their return to work to minimise contact with others and reduce risk</p> <p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from COVID-19 will be supported to ensure they can attend the workplace</p>

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	<p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October here. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school</p> <p><u>Staff who are clinically extremely vulnerable</u> <u>New advice</u> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels.</p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Updated government guidance regarding Lockdown #2 states that: Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been</p>	<p>Health and Safety at Work Regulations 1999 (MHSW).</p>	<p>Staff and parents will be encouraged to read Government guidelines: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerablepeople</p> <p>The school will respond as appropriate to any guidance / information to specific families or children in regards to shielding. These children will be provided with home learning resources in line with DfE expectations if shielding occurs.</p> <p>All staff will have an individual Risk Assessment carried out with them and the opportunity to discuss any concerns</p> <p>RA's for CEV staff have ben revisited in line with the new government lockdown expectations. Those who are CEV will be working from home (if possible) or staying home if they cannot work from home.</p>
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	<p>advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</p> <p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p><u>Clinically vulnerable people</u> Staff and students who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend face-to-face education in line with current guidance where it is provided.</p> <p><i>Staff who are clinically extremely vulnerable should return to work if they are unable to work from home. Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier. All staff can continue to attend school in all three local restriction levels.</i></p>		<p><i>Following the end of lockdown on December 2nd, CEV staff, who have been risk assessed safe to be on site, will return to on site work.</i></p>
<p>Supporting Staff</p>	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate</p>	<p>Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation</p>	<p>Remind staff of EAP program available to them all Review staff meeting / additional work expectations for the autumn term Continued communication via email to share information / updates / plans as appropriate Additional Teams or, socially distant face to face meetings as appropriate / necessary</p>

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	<p>adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</p> <p>DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit.</p> <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>If, having pursued all the immediate options available, schools still have concerns about staffing capacity, representatives should talk to their local authority or trust.</p>	<p>measures immediately afterwards including washing hands.</p>	<p>Marking and Feedback policy reviewed to ensure workload is managed effectively</p> <p>Staff will be informed in advance of the expectations and organisational systems of the changes in school prior to September 2020.</p> <p>Staff provided with staff information in a Staff Handbook COVID-9 Edition prior to returning.</p> <p>Rather than whole school staff meetings, meetings will be held in key stages / smaller groups as appropriate and in guidance with social distancing regulations for a reduced time for the Autumn term</p> <p>Open door policy with SLT regarding any concerns to support staff wellbeing</p> <p>All staff will have complete a Risk Assessment with the school SOTL</p>
<p>Staff Deployment</p>	<p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers</p>	<p>Schools can continue to engage supply teachers and other</p>	<p>Review staff organising and timetables to best manage wider school return for all pupils to include:</p>

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	<p>should discuss and agree any changes to staff roles with individuals.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	<p>supply staff during this period</p>	<p>Support staff allocated to best suit the needs of the children across the school (EHCP / Medical / Behavioural / any other additional needs)</p> <p>PPA cover to be led by familiar adults within each year group and by the same adult to minimise staff moving between all bubbles across the school</p> <p>Timetables to be adapted to include staggered lunch times, PPA cover, Outdoor PE facilities use, SEND support, LSA allocations</p> <p>Staff will return to their usual contracted working hours</p> <p>Staff may be deployed to provide additional support for pupils at alternative times and in alternative roles to suit the needs of the school – these will be discussed with staff in advance of any changes</p>
<p>Performance Management</p>	<p>Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.</p>		<p>PM reviews for teaching staff will still take place in September 2020.</p> <p>Reviews will be based on the progress that could be made against targets up until lockdown began in March 2020</p>

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<p>Safeguarding</p>	<p>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance</p> <p>Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.</p> <p>Settings should continue to consider what strategies they are using to keep children safe online during this period, including:</p> <ul style="list-style-type: none"> • checking apps, websites and search results before using them with children • supervising children when accessing the internet • Further details can be found in Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners. 	<p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p>	<p>Review and update CP policy in line with KCSIE 2020 and Covid-19 policies for schools in advance of September new term start</p> <p>Whole staff training to take place – including Safeguarding refresher at start of new academic year, before children return to site</p> <p>All staff to also complete online Safeguard training through school safeguard system in September</p> <p>Staff will receive training related to additional focus in KCSIE 2020 on mental health and wellbeing</p>
<p>Catering</p>	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>A small number of pupils will still be unable to attend if they are required to self-isolate or if local lockdown arrangements are in place. Schools should work with their</p>	<p>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</p>	<p>Staggered lunchtimes to be timetabled for each year group</p> <p>Review the possible use of school hall as second lunchtime canteen space so two year groups can eat at a time. (one in canteen, one in hall)</p> <p>Review lunch option provision for wider school – grab a bags to continue in autumn term due to non-mixing of class/ year group bubbles to be reviewed</p>

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	<p>suppliers to prepare meals or food parcels for pupils who are eligible for benefits-related free school meals and who are not in attendance because they:</p> <ul style="list-style-type: none"> are self-isolating have had symptoms or a positive test result themselves are a close contact of someone who has coronavirus (COVID-19) are not attending as a result of local lockdown arrangement 	<p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p>	<p>Kitchen staff to adhere to social distancing (1metre plus) and wear appropriate protection, gloves and aprons</p> <p>Cold packed lunch bags provided for weeks 1 and 2 to allow menu to prepared and food restocked alongside supporting children in understanding of changed lunchtime organisation and protocols.</p> <p>Hot meals to be reintroduced from 28.9.2020. Meals will be served in both the canteen and school hall using food serving trolleys from site. The school hall will be arranged to ensure that pupils sit in rows, facing the same direction at dinner tables and hot meals are served at one end of the hall. Pupils will line up to collect dinners as in the canteen and will take own trays to cleaning unit for scraping and stacking.</p> <p>Plans are in place with the catering team on site, that if pupils, who are FSM, have to isolate then weekly food parcels can be created to allow daily lunch provision. IN line with guidance, these will contain food items not pre-prepared meals.</p>
<p>Educational Visits</p>	<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits</p> <p>Schools should consult the health and safety guidance on educational visits when considering visits and make sure that the appropriate insurance arrangements are in place.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any</p>		<p>School visits will be kept under review in line with Government guidance</p> <p>No overnight residential visits will take place in Autumn 2020 / Spring 2021</p> <p>If non-overnight visits were to be considered, detailed risk assessments, pre-visit checks and arrangements would be discussed with SLT first Initially</p> <p>School trips will not take place until the Spring term at the earliest – these would then be local trips without using public transport/coaches and a full Risk Assessment in place.</p>

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	<p>further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p> <p><i>Educational visits – the DfE continues to advise against UK overnight and any overseas visits but this position will be reviewed early next year with the possibility of overnight residential education visits to resume from Easter 2021 on the proviso the scientific evidence supports any such change.</i></p>		<p>]</p> <p><i>There continues to be no trips planned for the autumn term. This will be reviewed in the spring term, in line with any government updates / advice</i></p>
School Uniform	<p>We encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>	<p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p>	<p>All children will be reminded and expected to wear full uniform to school Clear expectations of what this should look like is on the school website and app New parents have been sent uniform information for the school Second hand uniform is available through the PTA for those that may need it</p> <p>PE Kits will be used from the second half of the Autumn term – 3/11/20. Children will come into school in tracksuit / kits on PE days</p> <p>Parents/carers will be informed that children will need to be wearing suitable layers of clothing during the winter months</p>
Extra-Curricular Provision	<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</p>		<p>In the short term, it is not feasible to open breakfast club. To maintain class / year group bubbles there would have to be 8 different rooms and staff to</p>

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	<p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>We recognise that schools may need to respond flexibly and build this provision up over time.</p> <p>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible</p>		<p>accommodate and this is not practical or possible. If children were to be together and then go to separate bubbles and any of those children then became unwell, every child who attends then club bubble, across the school, would have to close (possibly the whole school).</p> <p>It is the aim in the long term to reopen Breakfast, from 7.30am in the canteen (this can then be cleaned before lunchtime use)</p> <p>Pupils will have to book and pay in advance, maximum 24 capacity to ensure that there is minimal interactions whilst ensuring appropriate supervision</p> <p>In light of the updated and changed guidance all SECAT schools will be reviewing the Trust's extended school provision in November</p>
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Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
<p>Curriculum expectations</p>	<p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education - Where needed, this is high -quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>		<p>The curriculum is being reviewed and updated to ensure coverage alongside catch up capabilities</p> <p>A recovery curriculum is being planned for the first half of the autumn term alongside an ‘All About Me’ topic to support transition and getting to know new pupils’ classes</p>
<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p>	<p>Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects</p>	<p>schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p>	<p>The focus of learning will be on basic English / Maths skills, reviewing and filling gaps in knowledge and skills and ensuring key content is covered.</p> <p>We will continue with a book-based curriculum after the initial transition ‘All About me’ topic / recovery curriculum.</p> <p>Learning in the first half term will focus on mental health and wellbeing – but through a range of topics / subjects</p>

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<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</p>	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p>		<p>A recovery curriculum is planned for the Autumn Term There will be a heavy focus on PSHCE / Wellbeing / Mental Health / Social and Emotional support across all classes and year groups in the school with additional 1:1 targeted support where needed.</p>
<p>Plan on the basis of the educational needs of pupils</p>	<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills</p> <p>Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p>		<p>Recovery Curriculum Assessments over first half term to analyse gaps in knowledge / skills for each individual pupil to enable adaptations to medium and long term plans to support pupil learning and progress across the school. This will include assessing: phonics / spelling / reading / writing / number bonds / times tables / maths skills etc. Assessments will involve a mixture of ongoing formative assessment combined with summative assessment tests where appropriate of the prior academic years expectations for learning.</p>
<p>Develop remote education so that it is integrated into school curriculum planning</p>	<p>All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress</p>	<p>Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020</p>	<p>Use of BBC Bitesize lessons Use of Oak Academy lessons Pre-written letters / summary plans for each year group in case of absence / lockdown / isolation of pupils again RSE planned into 2020-21 curriculum reviews across all year groups</p>

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<p>Safeguarding of Remote Education</p>	<p>Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school’s staff behaviour policy (sometimes known as a code of conduct) will apply</p> <p>School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online.</p>	<p>It is especially important for parents and carers to be aware of what their children are being asked to do, including:</p> <p>sites they will be asked to use school staff their child will interact with</p> <p>Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.</p>	<p>As part of the school remote learning package, alongside the letter to parents explaining home learning expectations, there will be an additional document ‘Keeping children safe online during Remote Learning’</p> <p>This document includes links to parental support for online safety, privacy settings and advice from the NSPCC and other government suggested links</p> <p>There is also school guidance for staff if recording lessons for streaming online, to ensure they still understand and abide by school expectations as well as additional pointers for recording and checking online lessons. Within this guidance, staff will also be directed to read the DfE guidance on teaching online safety in schools</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials, identifying opportunities across the curriculum so</p>		<p>Nursery – prime area focus in planning and teaching Phonics assessments in EYFS / KS1 R/KS1/2 – Basic skills assessments in first half term, inform gaps and planning Use of PIRA for GAP analysis White Rose assessments for Maths</p>

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	they read widely, and developing their knowledge and vocabulary		
Music, Dance and Drama	<p>All pupils should note that there have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>4.11.2020 Music, dance and drama can be undertaken in school so long as safety precautions are undertaken. Advice is provided in the full opening guidance for schools.</p>	<p>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting.</p> <p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers</p>	<p>Singing will not take place in whole class music situations.</p> <p>Playing woodwind instruments and singing should take place outdoors if to happen at all. IF this takes place, pupil should be sat back to back or side by side.</p> <p>Music lessons will still be taught but there will no sharing of instruments during lessons, instruments will be thoroughly cleaned after lessons before any other bubbles use.</p> <p>Music teachers, moving between bubbles, will maintain social distance from the children in each bubble that they teach.</p> <p>The school will continue to not have whole school assemblies. There will be no singing within the classroom bubbles.</p> <p>Music lessons will continue to be taught without the sharing of instruments.</p>

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	<p>Music, dance and drama performances in front of an audience in COVID alert level high (level2) should follow the <u>DCMS performing arts guidance</u>, implementing events in the lowest risk order as described. Schools in local alert level 3 should not host performances with an audience.</p>	<p>or other performers to raise their voices unduly Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p>	<p>There will be no performances with live audiences in the Christmas period. Plans for December have been devised and a separate Covid RA produced for these events</p>
<p>Physical Activity in Schools</p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not Droplet transmission: The risk associated with each action in an activity based on duration and proximity of participants. By using the framework, sports can determine the risk of actions in their matchplay environment – anything, for example, from tackling, to bowling, to re-start –</p>	<p>Schools must only provide team sports on the list available at return to recreational team sport framework . 22.9.2020: https://www.gov.uk/government/news/boosting-childrens-physical-activity-in-school Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p>	<p>Outdoor PE to be timetabled to utilise spaces (contingency plan if building works overrun) PE plans to be reviewed to avoid contact sports PE resources centralised and cleaned after each classes use – additional cleaning equipment in PE stores All sports must adhere to social distancing throughout warm-ups and avoid equipment sharing There is an additional risk of infection in close proximity situations where people are shouting or conversing loudly. This particularly applies indoors and when face to face. If possible, players should therefore avoid shouting or raising their voices when facing each other during, before and after games Teachers have access to online resources to support physical activity in school that is Covid safe: https://www.youtube.com/playlist?list=PL6gGtLyXoeq9x1LWHPUs94TB8HQzfGoCq</p>

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	which will then determine the overall level of risk of taking part in that sport.		
Catch up Support	<p>This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11</p> <p>Allocations are based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.</p> <p>We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.</p>	<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>EEF guidance: https://educationendowmentfoundation.Org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</p>	<p>Catch up curriculum books for all pupils for the summer English / maths / phonics as appropriate to KS</p> <p>Following gap analysis of pupils, targeted additional support e.g. tutoring / additional interventions to be utilised where appropriate.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</p>
National Tutoring Programme	<p>Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are</p>	<p>Schools in all regions will be able to access subsidised tuition from an approved list of tuition partners. These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given</p>	<p>The school have registered their interest in the National tutoring program to support vulnerable pupils</p> <p>The school have registered interest in the NELI, 20 week intervention program to improve the language skills of reception aged children</p>

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	<p>launching a <u>£350 million National Tutoring Programme</u> to provide additional, targeted support for those children and young people who need the most help</p> <p>a <u>5 to 16 programme</u> that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020</p>	<p>support and funding to reach as many disadvantaged pupils as possible. We will be working in partnership with the EEF to deliver this part of the programme. Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from November 2020.</p>	<p><i>The school have been accepted into the NELI, early literacy intervention program for reception pupils. Staff will undertake pupil baseline in December then receive training in the spring term to implement the additional language support in EYFS.</i></p>
<p>Pupil wellbeing and support</p>	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in</p>	<p>Local authorities have received funding to employ skilled staff to deliver the training (WfERP) to schools and provide ongoing advice and support from the autumn until March 2021. Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p>	<p>Wellbeing focus in curriculum Daily / weekly (as appropriate) 'circle times' in all classes Focused 1:1 learning mentor work with identified pupils Worry boxes in all classrooms and LM rooms</p> <p>The MindEd resources can be used by teachers to support https://www.minded.org.uk/</p>

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	all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus The training provides practical examples to support staff, children and young people within a school.		
Pastoral Support	Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible		LM's on gates daily before and after school LM on call to classes if additional support needed for individuals
Behavioural Expectations	Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. With regard to statutory guidance on exclusions from maintained schools, academies and pupil referral units in England, head teachers should, as far as possible, avoid excluding any looked-after child.	It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour	Behaviour policy to be updated for September Behaviour expectations posters to be displayed around school to remind of core school / golden rules Additional LM support for targeted pupils where necessary Growth mindset displays in corridors to support promotion of positive attitudes and positive wellbeing
SEND – EHCP pupils	Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with		SENCO to contact all EHCP pupils prior to the end of the summer term. All RE / RAs for EHCP pupils to be reviewed and updated before the start of the autumn term.

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	<p>education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</p> <p>Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term.</p>		<p>RA's / Care plans to be updated as appropriate during Autumn term for EHCP / Medical need pupils to ensure needs continue to be met whilst Covid restrictions are adhered to. This includes Virtual meetings with medical services to update care plans as appropriate.</p>
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Assessment & Accountability

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Inspection	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.</p> <p style="color: red;">Dec 2020 – Ofsted inspections have been postponed until Summer 2021</p>		<p>Continue to prepare for Ofsted</p> <p>New AIP for academic year 2020-21 to be written, with key actions (including those postponed due to Covid)</p> <p>Follow AIP actions to develop school offer, curriculum and outcomes</p>
Primary assessment	<p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables</p> <p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term.</p> <p>Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.</p> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021,</p>	<p>the phonics screening check</p> <p>key stage 1 tests and teacher assessment</p> <p>the Year 4 multiplication tables check</p> <p>key stage 2 tests and teacher assessment</p> <p>statutory trialling</p>	<p>Plan and deliver curriculum throughout school year in preparation for normal assessment windows for summer 2021</p> <p>Year 2 pupils will be prepared to sit phonics screen in A2 2020. Results will be reviewed and moderated internally and across the MAT</p>

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Accountability Expectations	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data		
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1. Contingency Plans for Outbreaks

Area	Action / Information	Notes	Actions / Other control Measures needed
Process in the event of local outbreaks	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread		<p>Testing sets on site (if provided) Links for parents to book tests Triage room separate to first aid area Stakeholder communication via text / website / app / Facebook</p> <p>Office will continue to use 1 in, 1 out system and keep detailed register of any on site visitors, workers or contractors (including where on site visitors have been, who they came into contact with, their contact details) for all on site visitors in case contact is needed.</p>
Contingency plans for outbreaks	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place</p> <p>11.12.2020 – SBC sent out Borough wide letter to parents to encourage community testing Test center increase:</p> <ul style="list-style-type: none"> • Hamlet court rd carpark – 7 days a week 9-3 • Southend Airport – now 7 days a week • Shoebury park – 5 days a week • Short Street – 7 days a week 	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality	<p>Triage room separate to first aid area Use of BBC Bitesize lessons Use of Oak Academy lessons Pre-written letters / summary plans for each year group in case of absence / lockdown / isolation of pupils again</p> <p>11.12.2020 – School shared SBC letter with all stakeholders re: community wide testing in Southend due to increasing cases in the borough If children are being tested without symptoms at parental choice, children can still attend school.</p>
Remote education support due to outbreak	In developing these contingency plans, we expect schools to:		Pre-prepared guidance for staff on expectations when working from home re: setting an

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<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>	<p>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations</p> <p>give access to high quality remote education resources</p> <p>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</p> <p>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p> <p>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</p>		<p>monitoring online learning for pupils in each year group</p> <p>Covering letter for parents summarising home learning coverage and home to remain in contact with the school via dedicated email address</p> <p>Use of BBC Bitesize lessons</p> <p>Use of Oak Academy lessons (including targeted content for SEND pupils)</p> <p>Pre-written letters / summary plans for each year group / individual worksheets and activities for off-screen home learning in case of absence / lockdown / isolation of pupils again</p> <p>Half termly topic overviews will be on website related to current teaching each half term</p> <p>Pre-prepped printed resource packs for home learning available if needed</p> <p><i>Day one remote learning plans are in place for all year groups, and have been actioned for some already this term. Once used, a new ‘Day one’ remote learning plan will be produced by cohort teachers in case of a second bubble closure.</i></p>
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Other Control Measures:

Area	Action / Information	Notes	Actions / Other control Measures needed
Minimise contact with those who become unwell	<p>Any staff member with symptoms, or reporting symptoms, or someone in their household with symptoms will inform the school using the normal absence measures and isolate for 7/14 days.</p> <p>There will be a virtual 1:1 meeting / phone call with that staff member before their return to work to ensure they are fit for work.</p> <p><i>14.12.2020: Self-isolation is essential to reducing the spread of COVID as it breaks the chains of transmission. After reviewing the evidence, we are now confident that we can reduce the number of days that contacts self-isolate from 14 days to 10 days. Gov.uk</i></p>		<p>Staff/ pupils can be tested for Covid-19 using the Government scheme to support absence / returns to work.</p> <p>If a staff member develops symptoms, other relevant staff members will be informed.</p> <p>If a staff member or pupil in a specific room tests positive, then the whole of that room will be sent home to isolate for a week.</p> <p>If a parent informs that a child has developed symptoms, they will be advised for the whole household to stay home and isolate for a week.</p> <p>There will be a designated triage area in the school where any child with symptoms will be isolated until they can leave the site.</p> <p>Staff who develop symptoms will be immediately sent home.</p> <p>Once that person has left site, the triage area will be fully cleaned.</p> <p><i>14.12.2020</i> <i>As of today, the isolation period for close contacts/ bubbles is now 10 days, pupils and staff can return to school after 10 days of isolation.</i></p>
Cleaning Hands	<p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</p>		<p>There are sinks in every classroom in the school where children can wash their hands throughout the day.</p> <p>Hands will be washed before snack and lunch and on return from playtime and lunchtime</p>

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	ensure that help is available for children and young people who have trouble cleaning their hands independently.		<p>Toilet areas also have sinks in them available for use.</p> <p>Pupils and adults will be prompted / encourages to wash their hands at least every half an hour during the school day.</p> <p>There will be lessons for pupils on hygiene, 'catch it, kill it, bin it'.</p> <p>There will be an increase in hygiene posters around the site for both staff and pupils.</p> <p>This information will also be available to parents to encourage the sharing of information at home.</p> <p>There will be additional bins with lids that are emptied regularly throughout the day.</p> <p>There will be tissues, soap and hand sanitiser in all rooms.</p> <p>Children who are unable to wash hands independently will be both taught and supported in this need.</p>
Resources hygiene and safety	Books / resources can go to and from school as long as appropriate cleaning / storage measures are undertaken		<p>Reading books can be sent home with pupils however, on return to school, books will be stored for 72 hours before being sent home with another child</p> <p>Pupils workbooks can be taken home by teachers to mark to support learning and progress</p> <p>Home Learning link books can go between school and home, but they are to be kept in pupils bags unless being used when in school, not in a central class point together</p>
Ventilation	Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	Prop doors open, where safe to do so (bearing in mind fire safety and	In all rooms, windows will be opened before children enter for the day

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	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p>	<p>safeguarding), to limit use of door handles and aid ventilation.</p>	<p>Classroom doors will be propped open with wedges and other doors will be left open where appropriate / possible To ensure safeguarding of individual pupils, Outside doors to the playground will remain closed as long as classroom doors and external windows are open.</p> <p>Windows and doors will be kept open when spaces are occupied when safety permits</p>
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